

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

St. HOPE Public School 7

Address: 5201 Strawberry Ln., Sacramento, CA 95820
Principal: Erin Marston

Phone: (916) 649-7850
Grade Span: K-5

Address: 2315 34th St., Sacramento, CA 95817
Principal: Kari Wehrly

Phone: (916) 649-7856
Grade Span: 6-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

District Contact Information – Most Recent Year

District Name	Sacramento City Unified School District
Phone Number	(916) 643-9000
Superintendent	Jose Banda
E-mail Address	superintendent@scusd.edu
Web Site	www.scusd.edu

School Contact Information – Most Recent Year

School Name	St. HOPE Public School 7
Street	5201 Strawberry Ln
City, State, Zip	Sacramento, CA, 95820
Phone Number	(916) 649-7850
Principal	Erin Marston (K-5) and Keri Wehrly (6-8)
E-mail Address	emarston@ps7.org and kwehrly@ps7.org
Web Site	www.ps7.org
County-District-School (CDS) Code	34 67439 0101048

School Description and Mission Statement (School Year 2014-15)

St. HOPE Public School 7 (PS7) is a K-8, modified year-round charter school committed to providing students the skills and training necessary to become contributing members of their school, family, and community. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics, and citizenship. Students participate in a college preparatory program with low student-teacher ratios during an extended instructional schedule.

Our ultimate goal is to graduate self-motivated, industrious, critically-thinking students who are passionate about learning and committed to service. PS7 students will be well-prepared for high school, higher education, employment and acceptance of their rights and responsibilities as citizens in a democratic society.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	55
Grade 1	57
Grade 2	55
Grade 3	55
Grade 4	55
Grade 5	55
Grade 6	103
Grade 7	103
Grade 8	83
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	621

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	67
American Indian or Alaska Native	1.3
Asian	2.4
Filipino	1.1
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	0.5
White	2.1
Two or More Races	6.1
Socioeconomically Disadvantaged	81.6
English Learners	4.5
Students with Disabilities	11.4
Foster Youth	1.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	22	24	Data Pending	1826
Without Full Credential	2	2	Data Pending	26
Teaching Outside Subject Area of Competence (with full credential)	0	0	Data Pending	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners	0	0	Data Pending
Total Teacher Misassignments*	2	2	Data Pending
Vacant Teacher Positions	0	0	Data Pending

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	91.4	8.6
All Schools in District	95.95	4.05
High-Poverty Schools in District	95.74	4.26
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – 2014-15

Year and month in which the data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current information pending. In addition, the school utilizes teacher created and online materials.	No	0.0
Mathematics	Current information pending. In addition, the school utilizes teacher created and online materials.	No	0.0
Science	Current information pending. In addition, the school utilizes teacher created and online materials.	No	0.0
History-Social Science	Current information pending. In addition, the school utilizes teacher created and online materials.	No	0.0
Foreign Language	N/A	N/A	0.0
Health	N/A	N/A	0.0
Visual and Performing Arts	N/A	N/A	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements – Most Recent Year

Overall, the facility is in good condition. Repairs are needed in the following areas:

- Roof repairs (ongoing for leaks)
- Broken sidewalk
- Other minor repairs

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month in which the data were collected: June 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Ongoing repairs (as needed for leaks)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Tripping hazard in cement repaired

Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: June 2016

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	38	35	44
Mathematics (grades 3-8 and 11)	26	28	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven
(School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	52	98.1	35	48	4	13
Male	53	21	39.6	48	43	5	5
Female	53	31	58.5	26	52	3	19
Black or African American	53	35	66	37	43	6	14
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	53	3	5.7	--	--	--	--
Filipino	53	0	0	--	--	--	--
Hispanic or Latino	53	7	13.2	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	53	4	7.5	--	--	--	--
Two or More Races	53	3	5.7	--	--	--	--
Socioeconomically Disadvantaged	53	42	79.2	33	52	2	12
English Learners	53	2	3.8	--	--	--	--
Students with Disabilities	53	4	7.5	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	44	43	97.7	51	19	23	7
Male	44	22	50	64	14	23	0
Female	44	21	47.7	38	24	24	14
Black or African American	44	32	72.7	53	19	25	3
American Indian or Alaska Native	44	1	2.3	--	--	--	--
Asian	44	1	2.3	--	--	--	--
Filipino	0	0	0	0	0	0	0
Hispanic or Latino	44	4	9.1	--	--	--	--
Native Hawaiian or Pacific Islander	44	1	2.3	--	--	--	--
White	44	1	2.3	--	--	--	--
Two or More Races	44	3	6.8	--	--	--	--
Socioeconomically Disadvantaged	44	37	84.1	54	19	22	5
English Learners	44	1	2.3	--	--	--	--
Students with Disabilities	44	3	6.8	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	51	50	98	46	28	18	8
Male	51	24	47.1	46	42	13	0
Female	51	26	51	46	15	23	15
Black or African American	51	41	80.4	46	24	22	7
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	51	2	3.9	--	--	--	--
Filipino	51	3	5.9	--	--	--	--
Hispanic or Latino	51	2	3.9	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More Races	51	2	3.9	--	--	--	--
Socioeconomically Disadvantaged	51	42	82.4	52	26	17	5
English Learners	51	1	2	--	--	--	--
Students with Disabilities	51	2	3.9	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	93	92	98.9	25	45	27	3
Male	93	48	51.6	31	42	25	2
Female	93	44	47.3	18	48	30	5
Black or African American	93	59	63.4	24	49	24	3
American Indian or Alaska Native	93	2	2.2	--	--	--	--
Asian	93	2	2.2	--	--	--	--
Filipino	93	1	1.1	--	--	--	--
Hispanic or Latino	93	19	20.4	37	32	32	0
Native Hawaiian or Pacific Islander	93	1	1.1	--	--	--	--
White	93	3	3.2	--	--	--	--
Two or More Races	93	5	5.4	--	--	--	--
Socioeconomically Disadvantaged	93	79	84.9	28	41	28	4
English Learners	93	11	11.8	45	45	9	0
Students with Disabilities	93	6	6.5	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	94	96.9	24	27	35	14
Male	97	39	40.2	41	28	26	5
Female	97	55	56.7	13	25	42	20
Black or African American	97	63	64.9	21	37	27	16
American Indian or Alaska Native	97	2	2.1	--	--	--	--
Asian	97	2	2.1	--	--	--	--
Filipino	0	0	0	0	0	0	0
Hispanic or Latino	97	17	17.5	29	12	47	12
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	97	3	3.1	--	--	--	--
Two or More Races	97	7	7.2	--	--	--	--
Socioeconomically Disadvantaged	97	68	70.1	28	22	35	15
English Learners	97	3	3.1	--	--	--	--
Students with Disabilities	97	16	16.5	63	6	31	0
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	77	96.3	13	30	47	10
Male	80	33	41.3	24	27	33	15
Female	80	44	55	5	32	57	7
Black or African American	80	58	72.5	12	31	50	7
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	80	1	1.3	--	--	--	--
Filipino	0	0	0	0	0	0	0
Hispanic or Latino	80	13	16.3	23	31	46	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More Races	80	5	6.3	--	--	--	--
Socioeconomically Disadvantaged	80	64	80	14	25	50	11
English Learners	80	2	2.5	--	--	--	--
Students with Disabilities	80	9	11.3	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 3 = Standard met
 Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	52	98.1	62	27	8	4
Male	53	21	39.6	67	29	5	0
Female	53	31	58.5	58	26	10	6
Black or African American	53	35	66	63	26	6	6
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	53	3	5.7	--	--	--	--
Filipino	53	0	0	--	--	--	--
Hispanic or Latino	53	7	13.2	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	53	4	7.5	--	--	--	--
Two or More Races	53	3	5.7	--	--	--	--
Socioeconomically Disadvantaged	53	42	79.2	62	29	7	2
English Learners	53	2	3.8	--	--	--	--
Students with Disabilities	53	4	7.5	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	44	43	97.7	21	44	26	9
Male	44	22	50	23	50	23	5
Female	44	21	47.7	19	38	29	14
Black or African American	44	32	72.7	19	47	28	6
American Indian or Alaska Native	44	1	2.3	--	--	--	--
Asian	44	1	2.3	--	--	--	--
Filipino	0	0	0	0	0	0	0
Hispanic or Latino	44	4	9.1	--	--	--	--
Native Hawaiian or Pacific Islander	44	1	2.3	--	--	--	--
White	44	1	2.3	--	--	--	--
Two or More Races	44	3	6.8	--	--	--	--
Socioeconomically Disadvantaged	44	37	84.1	24	43	24	8
English Learners	44	1	2.3	--	--	--	--
Students with Disabilities	44	3	6.8	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	51	50	98	50	36	10	2
Male	51	24	47.1	58	33	4	0
Female	51	26	51	42	38	15	4
Black or African American	51	41	80.4	54	29	12	2
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	51	2	3.9	--	--	--	--
Filipino	51	3	5.9	--	--	--	--
Hispanic or Latino	51	2	3.9	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More Races	51	2	3.9	--	--	--	--
Socioeconomically Disadvantaged	51	42	82.4	55	36	7	2
English Learners	51	1	2	--	--	--	--
Students with Disabilities	51	2	3.9	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	93	92	98.9	30	52	15	1
Male	93	48	51.6	25	58	17	0
Female	93	44	47.3	36	45	14	2
Black or African American	93	59	63.4	31	54	14	0
American Indian or Alaska Native	93	2	2.2	--	--	--	--
Asian	93	2	2.2	--	--	--	--
Filipino	93	1	1.1	--	--	--	--
Hispanic or Latino	93	19	20.4	42	42	16	0
Native Hawaiian or Pacific Islander	93	1	1.1	--	--	--	--
White	93	3	3.2	--	--	--	--
Two or More Races	93	5	5.4	--	--	--	--
Socioeconomically Disadvantaged	93	79	84.9	33	49	15	1
English Learners	93	11	11.8	55	45	0	0
Students with Disabilities	93	6	6.5	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	94	96.9	31	36	19	13
Male	97	39	40.2	46	41	5	8
Female	97	55	56.7	20	33	29	16
Black or African American	97	63	64.9	33	35	17	13
American Indian or Alaska Native	97	2	2.1	--	--	--	--
Asian	97	2	2.1	--	--	--	--
Filipino	0	0	0	0	0	0	0
Hispanic or Latino	97	17	17.5	24	47	18	12
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	97	3	3.1	--	--	--	--
Two or More Races	97	7	7.2	--	--	--	--
Socioeconomically Disadvantaged	97	68	70.1	28	37	21	13
English Learners	97	3	3.1	--	--	--	--
Students with Disabilities	97	16	16.5	69	19	6	6
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	77	96.3	30	25	21	25
Male	80	33	41.3	39	24	18	18
Female	80	44	55	23	25	23	30
Black or African American	80	58	72.5	34	26	21	19
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	80	1	1.3	--	--	--	--
Filipino	0	0	0	0	0	0	0
Hispanic or Latino	80	13	16.3	23	23	23	31
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More Races	80	5	6.3	--	--	--	--
Socioeconomically Disadvantaged	80	64	80	27	25	22	27
English Learners	80	2	2.5	--	--	--	--
Students with Disabilities	80	9	11.3	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0	0	0
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	DPC
All Students at the School	DPC
Male	DPC
Female	DPC
Black or African American	DPC
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC
Hispanic or Latino	DPC
Native Hawaiian or Pacific Islander	DPC
White	DPC
Two or More Races	DPC
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	DPC
Students Receiving Migrant Education Services	DPC
Foster Youth	DPC

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	Results Not Available	Results Not Available	Results Not Available
7	Results Not Available	Results Not Available	Results Not Available

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement – Most Recent Year

At PS7, each parent is asked to give 40 hours of service to the school yearly. This service comes in many forms ranging from field trip chaperones, to classroom aides, to tutoring students. PS7 believes strongly that parental service in the school strengthens the school community. Parents not only add time, skill and talent to the education of students at PS7, but they also become more invested in the success of the school and the success of their child(ren). At PS7, the role of parents is integral to our success. The school has a variety of parent committees that participate in planning activities for the school including the end of the year celebration/field day, college visits and other enrichment activities. The school's School Site Council meets regularly to address specific Title I/No Child Left Behind issues and requirements.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	13.8	13.42	18.8	6.57	4.88	6.1	5.07	4.36	3.8
Expulsions	0	0	0	0.02	0.03	0.02	0.13	0.1	0.09

School Safety Plan – 2014-15

PS7 is designed to support a safe and secure campus where all students can focus on learning. PS7 has a comprehensive safety plan as required by Education Code. The overall safety protocols and plan for PS7 includes:

- child abuse reporting procedures,
- disaster procedures,
- fire drills,
- earthquake emergency procedures,
- lock downs,
- flood and evacuation of site,
- policies on suspension, expulsions, and mandatory expulsions,
- the schoolwide dress code,
- rules and procedures concerning school discipline.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate – English Language Arts	Yes	Yes
Met Participation Rate – Mathematics	Yes	Yes
Met Percent Proficient – English Language Arts	N/A	N/A
Met Percent Proficient – Mathematics	N/A	N/A
Met Attendance Rate	Yes	N/A
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	53
Percent of Schools Currently in Program Improvement	N/A	79.1

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	0	8	0	24	0	8	0	25	0	8	0
1	27	0	8	0	27	0	8	0	28	0	8	0
2	27	0	8	0	27	0	8	0	27	0	8	0
3	26	0	8	0	26	0	8	0	28	0	8	0
4	26	0	8	0	26	0	8	0	28	0	8	0
5	28	0	8	0	28	0	8	0	27	0	8	0
6	20	4	16	0	20	4	16	0	26	0	28	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	0	6	0	24	1	6	0	23	5	4	0
Mathematics	26	0	6	0	24	1	6	0	23	4	4	0
Science	0	0	0	0	24	1	3	0	26	0	4	0
Social Science	0	0	0	0	24	1	3	0	26	0	4	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)	0.33	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.7	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	8.5	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	Data Pending	Data Pending	Data Pending	Data Pending
District	N/A	N/A	4,556	65,695
Percent Difference – School Site and District	N/A	N/A	Data Pending	Data Pending
State	N/A	N/A	5,348	72,971
Percent Difference – School Site and State	N/A	N/A	Data Pending	Data Pending

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014–15)

PS7 provides schoolwide supplemental services to assist all students in reaching grade level proficiency or above and mastering grade level content standards. These services include: extended day, extended school year, intersession programs and enrichment during all breaks, and resource support and special education services.

The entire student population, Kindergarten through 8th grade, visit one university per year. Students have traveled to Universities throughout Northern California including UC Berkeley, Stanford, UC Davis, University of the Pacific, and Sacramento State. These “field lessons” add a valuable component to our academic program and make learning more meaningful, engaging and fun.

In addition, the school runs an afterschool program through the After School Education and Safety (ASES) Programs.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	39,885	43,165
Mid-Range Teacher Salary	52,419	68,574
Highest Teacher Salary	86,028	89,146
Average Principal Salary (Elementary)	100,430	111,129
Average Principal Salary (Middle)	102,617	116,569
Average Principal Salary (High)	118,237	127,448
Superintendent Salary	245,000	234,382
Percent of Budget for Teacher Salaries	33	38
Percent of Budget for Administrative Salaries	6	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development – Most Recent Three Years

Professional development (PD) summary:

- 1.5 weeks onsite prior to beginning of school year - more time for new teachers
- Schoolwide PD regularly (weekly/monthly)
- Bi-weekly grade level PD and data analysis (k-5th)
- Periodic data analysis of benchmark exams (6th-8th)
- Weekly analysis/reflection on student data by each teacher with feedback from lead teachers/principal/academic coaches: This feedback on re-teaching strategies for students who have not demonstrated mastery of the targeted standards. This interchange between administration and teachers is a key to ensuring that students' immediate needs are being served.
- Weekly observations
- Ongoing mentoring and co-teaching
- School visits to high performing middle schools (to observe and share best practices)
- Other as necessary (i.e., SCOE, Charter Schools Association)

PS7 prepares and supports its teachers in a number of ways. Every summer, new and returning teachers spend two weeks in staff development discussing school culture, environment, expectations, and instruction.

Throughout the year, schoolwide PD occurs every month or every 6-8 weeks depending on grade level. Topics for PD are generally generated by teachers and include instructional delivery strategies, maintaining strong classroom and school culture, and sharing best practices. PS7 teachers also work in grade level teams biweekly to analyze achievement data and student work to develop instruction.